Curriculum Committee Meeting
Agenda
April 18, 2017
5:00 P.M.

Attendance: Dr. Melissa Varley, Charles Shanley, Linda Rozek, Yvonne Cali, Peter Christ, Steven Caponegro & Brian Silkensen

Curriculum:

1. **Approve** the Long-Range Curriculum Programs Matrix
    a. The items highlighted in pink are the curriculum that we are revising this year.
    b. The red highlighted Xs **X**, indicate the year we would be out of compliance if we do not update the curriculum.

2. **Approve** the Teachers College Reading and Writing Workshop Pilot of New Middle School Nonfiction Unit.
    a. Vote to approve ELA teachers in 8th Grade Piloting New Middle School Nonfiction Unit

3. School Performance Results
    a. Brooklake
    b. Ridgedale
    c. Teacher Attendance is a new item of the performance report
    d. Major topic of discussion focused around the math scores and the areas of professional development that we have provided the teachers this year to address the areas of need. **Administrators want to thank the board for both financially and publicly supporting the much needed professional development trainings in math and language arts.**
        i. Orton Gillingham week long training for K-3 Teachers
        ii. Project Read training for 4-8 ELA and special education teachers
        iii. Conquer Mathematics training and in-district Math trainings
        iv. Teachers College in-district and NYC workshops
        v. Next Generation Science Trainings
        vi. Leadership Cohort
        vii. Peer to peer observations (Fishbowl method)
        viii. Visitation of other districts
    e. We restructured the Basic Skills Program this year, so that it is consistent from K-8
    f. Mr. Shanley asked about specific ways that we are working with the math teachers this year to help support an increase with student performance.
        i. Conquer Mathematics focused on:
            1. The characteristics of differentiation;
            2. How to assess when differentiation is needed in math;
            3. How to customize math instruction through differentiation; and
            4. How to design effective differentiated models that can be an integral part of the mathematics curriculum.
            5. Open-ended questions
        ii. Assessment Data
            1. Broke down the PARCC data to determine the specific areas that the students struggled on
                a. Example: 3rd Grade math students struggled on Measurement and Data, while 4th Grade struggled on fractions.

   b. It was consistent across grades 6-8 that the on-level scores were low. The Algebra path students performed well, so we are focusing on how to address the needs of the on-level students. It is a problem that we are looking into on a K-8 level, so that the foundational skills are there for the students.

   c. Our student did well with Type III questions on modeling but struggled on Type II questions related to reasoning. The other area that the student struggled on was the supporting content.

  2. Created PARCC like Standards-Based assessments through Curriculum Associates to assess the standards that students were struggling on.

  3. The areas of needs were used to create our professional development plan for next year and our allocation of professional development money for next year.

  iii. Bar Modeling

   1. Materials and training on using bar models throughout the district to support teachers and students to visually represent information.

   2. All math teachers were provided the same magnetic bar models to use during whole group and small group instruction.

g. Mr. Shanley asked about the math summer packets for this year and described his concerns with last summer's math packet. He wants the math packet to be purposeful and effective in preventing the summer slide with the students math knowledge.

  i. We described that we are in the creation process now. Once we create the math summer assignment, we will share with Nancy Schultz from Conquer Mathematics and Denis Sheeran, our math consultant.

  ii. Ideal goal is to have students complete throughout the summer rather than in a few days at the beginning or end of the summer.

  iii. We also discussed the difficulty in balancing the ELA and math summer packet because the ELA summer assignment is much more time consuming than it has been in the past.

4. Curriculum Writing Tasks

 a. May Board Meeting

  i. K-5 NGSS aligned curriculum

 b. June Board Meeting

  i. STEM Lab

 c. August Board Meeting

  i. Adding 1-2 Reading and Writing Units per grade level

  ii. Adjust standards for ELA and Math to adhere to the New Jersey Student Learning Standards

  iii. LLD Curriculum

  iv. Pre-school Disabled Curriculum

  v. Kindergarten Curriculum

5. Online Standards Mastery Assessments for Mathematics

 a. Standards assessments that has pre and post assessments for each standard

  i. 6 question - 15 minute assessments

  ii. PARCC like features

   1. Drag and Drop

   2. Drop down Menus

   3. Multiple Part Questions

   4. Graphing

  iii. Individual student reports that explains the possible misconception of the student's incorrect response.

b. Sample Individual Report
    i. Student individual Report on one standard   (Grade 8:   Graphs of Functional Relationships